DOCUMENT RESUME

ED 364 228 IR 054 716

AUTHOR	Lampman, Sherry, Comp.; Leitzke, Nowell, Comp.
TITLE	Library Resources for Literacy: A Compilation of Information and Ideas.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Dec 91
NOTE	40p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Literacy; *Community Programs; Continuing Education; Definitions; Fund Raising; Guides; Librarians; Library Cooperation; *Library Role; *Library Services; Lifelong Learning; *Literacy Education; *Resource Materials; User Needs (Information)
IDENTIFIERS	Library Funding; *Minnesota

ABSTRACT

This compilation was put together to help librarians work for literacy in their communities more effectively. Information was gathered from tip sheets produced as part of the 1987-1990 Community Alliances for Literacy and Learning (CALL) project and from tip sheets that were part of the 1991 Library Resources for Literacy project. Additional information was synthesized from newsletters, other publications, and the input of participants in five Library Resources for Literacy workshops in 1991. Chapter 1, "Fostering Community-Wide Literacy," defines the many views of literacy that different approaches have used. "Librarians as Partners," Chapter 2, reviews the ways librarians can work with local literacy services, including participation on Literacy Action Councils. Chapter 3, "Thinking Literacy," provides statistics about literacy in the country and in Minnesota, emphasizing the importance of lifelong literacy efforts. In Chapter 4, "Minnesota Resources," 10 Minnesota agencies and resources for literacy are listed. Chapter 5, "Information Resources," lists 73 resources on adult literacy and adult basic education. Entitled "Fundraising," Chapter 6 covers fund raising efforts for literacy programs. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

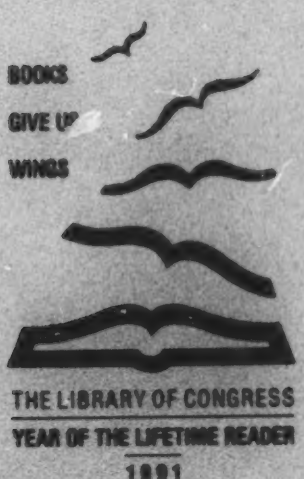
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 364 228

LIBRARY RESOURCES FOR LITERACY

December, 1991

Office of Library Development and Services
Minnesota Department of Education
440 Capitol Square • 550 Cedar Street
Saint Paul, Minnesota 55101



IR054718

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William G. Asp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

LIBRARY RESOURCES FOR LITERACY

A COMPILATION OF INFORMATION AND IDEAS

December, 1991

Office of Library Development and Services
Minnesota Department of Education
440 Capitol Square • 550 Cedar Street
Saint Paul, Minnesota 55101
612-296-2821

Made possible by a U.S. Department of Education LSCA Title VI grant to the Office of Library Development and Services.

PURPOSE

This compilation has been put together to help librarians more actively and effectively advocate for literacy in their communities. Information has been gathered from tip sheets produced as part of the 1987-1990 Community Alliances for Literacy and Learning (CALL) project and from tip sheets produced as part of the 1991 Library Resources for Literacy project sponsored by the Office of Library Development and Services. Additional information has been synthesized from a variety of newsletters and other publications as well as from the real-life input of participants in five Library Resources for Literacy workshops held in 1991.

It is hoped that this information will serve to encourage librarians to become actively involved in community literacy efforts.

ACKNOWLEDGMENTS

This compilation was produced by Sherry Lampman, Coordinator of the Library Resources for Literacy project, with the assistance of Nowell Leitzke, Adult Services Specialist with the Office of Library Development and Services. Appreciation is extended to all the staff members of the Office of Library Development and Services for their help in various aspects of the project with special recognition of the many contributions of Darlene Arnold, Sue Brettschneider, Mary Martin, and Ruth Miller. William Asp, Director of the Office of Library Development and Services, was a continual source of encouragement.

Participants in the five Library Resources for Literacy workshops provided many ideas about their real-life experiences as well as numerous resources. Mary Birmingham, Executive Director of Metronet, promoted the workshops throughout the multitype system she serves; Mary is also a constant source of up-to-date information on library issues.

TABLE OF CONTENTS

1. Fostering Community-Wide Literacy -5-

2. Librarians as Partners -10-

3. Thinking Literacy -18-

4. Minnesota Resources -27-

5. Information Resources -30-

6. Fundraising -36-

1. FOSTERING COMMUNITY-WIDE LITERACY

Librarians are some of the best advocates for community-wide literacy. Literacy is simply the ability to read and write, according to most dictionaries. However, in today's complicated world, there are different ways to look at literacy. Listed below are definitions of literacy from a variety of sources.

It is always important to remember that lack of literacy skills means nothing more than that. Each individual has many kinds of intelligences, each has a unique set of experiences, and each has a preference for a certain learning style. As Maya Angelou so poignantly wrote in I KNOW WHY THE CAGED BIRD SINGS:

> "As I ate she began the first of what we later called 'my lessons in living.' She said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called mother wit. That in those homely sayings was couched the collective wisdom of generations." (1970)

The challenge for librarians is to build upon the different kinds of literacy that people bring to their communities. A person who is functionally illiterate still has need for information. The librarian is the information professional; there are many ways to deliver information -- through print materials, videos, audio tape, pictures, presentations, person to person conversation.

By recognizing that literacy is a continuum of skills developed in relation to specific interests and needs, the librarian can better serve individual needs. The librarian can help people learn how to learn. One adult educator, Mary Winterbauer, presents this challenge: "We must learn to value all learning rather than simply denigrating failure (i.e., bemoaning or condemning illiteracy). We can point out that in defining literacy we assign value to specific skills within specific contexts. And, at every opportunity, we can serve as models of the idea that literacy is not a static set of technical skills but a dynamic, evolving, matrix of skills that supports meaningful, lifelong learning." (Minnesota Reading Association Highlights, 1987)

Here are a few definitions of literacy along with a few kinds of literacy.

National Literacy Act (1991):

Literacy is "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

Minnesota Adult Literacy Campaign Literacy Coalition (1987):

"Literacy is the ability to read, write, speak and compute."

"Functional literacy has been defined as: the possession of such skills as reading, writing, speaking and computing necessary to function effectively as family and community members, citizens, consumers, and job holders."

American Newspaper Publishers Association:

"Literacy involves more than recognizing the alphabet, sounding out letters and pronouncing words in a sentence. Literacy involves bringing meaning from the reader to the printed page. Literacy involves applying meaning gained from the printed page successfully to one's life."

The newspaper industry wants a society that:

"--can read the newspaper;
--can utilize the information in the hometown newspaper to participate fully in the community;
--can maintain a democracy by participating responsibly in local and national affairs."

Jeanne S. Chall, Elizabeth Heron, and Ann Hilferty. "Adult Literacy: New and Enduring Problems." PHI DELTA KAPPAN. November, 1987 (190-196).

The authors refer to three stages of literacy:

--one defines literacy as being able to read only the simplest texts and street signs (this is often referred to as "below" the level of functional literacy);

--another defines literacy in terms of a higher standard: the ability to read such simple texts as a local newspaper or articles in digest magazines (about an eighth grade reading level);

--an even higher standard of literacy would involve the ability to read technical manuals in industry and the military and such national news magazines as TIME and NEWSWEEK."

"Illiterate stage. This stage includes those who are completely illiterate or who cannot read beyond a third- or fourth-grade level. They can read only the simplest of signs, labels, and instructions -- not enough for most jobs or for informed citizenship."

"Functional literacy stage. Adults who fall into this category read somewhere between fourth- and eighth-grade levels. At the completion of this stage, adults can read simple materials, such as application forms, signs, and labels; easy instructional materials; local news in a daily newspaper; and the simpler articles in a magazine such as READER'S DIGEST."

"Advanced literacy stage. This stage parallels the kind of reading development that is attained in the upper grades of high school. It requires advanced linguistic and cognitive development, an extensive vocabulary, and broad background knowledge. Adults at this stage of reading development seek help because they wish to obtain high school credentials -- high school equivalency diplomas or external diplomas. Others seek to upgrade their skills because their jobs require a level of literacy higher than they possess. Most adults seeking help at this stage need help in vocabulary, concepts, and cultural knowledge in order to read and understand texts at advanced levels."

Laubach Literacy Action:

"Illiteracy is the lack of the basic listening, speaking, reading, writing, or mathematics skills adults need to solve the problems encountered in daily life and to participate fully in their

society. As society becomes more complex, the level of skills needed for effective participation increases. Because the United States is one of the most complex societies in the world, the literacy skills necessary for full participation in American life are also very high.

National City, California, Public Library (1987):

"If a person feels good about reading after leaving our program and uses reading as leisure activity, or feels comfortable enough with their reading skills to be independent and progress at their own pace, we can say that this person has achieved some measure of literacy that will positively affect that person for the remainder of his or her life. Literacy is not a finite personal aspect...it is a positive attitude towards and consistent use of reading material; it is a degree of competence with reading/survival situations, or the assertive improvement of reading skills, out of necessity or for entertainment."

Consider, too, the **many kinds of literacy** that are expected in different situations:

"workplace literacy" -- "the possession of the skills necessary for decision-making, critical thinking, identifying and solving problems, setting goals, speaking and writing competently. It is the combination of skills needed to function in the work environment." (from the Minnesota Adult Literacy Campaign's WORKPLACE LITERACY: A BLUEPRINT FOR ACTION)

"civic literacy" -- a term referring to one's participation as a citizen, e.g., knowing how to vote, knowing about the election process and one's responsibility in a democracy, etc.

"Multicultural Literacy" -- the title of a 1988 book referring to "not only a fundamental understanding of (one's) own culture . . . but also a knowledge of the cultures of the rest of the world."

"computer literacy" -- ability to get around on a computer -- at least enough to serve one's needs!

"mathematical literacy" -- or the opposite of INNUMERACY, the subject of a recent book.

"information literacy" -- the skills and 'know how' to be an effective user of information and learning resources and the area explored by an American Library Association Presidential Committee on Information Literacy.

"family literacy" -- referring to programs which combine educational efforts directed toward young children and their parents. Such programs often work with children identified as being "at risk" and undereducated parents who need improved literacy and parenting skills.

"The task of achieving a fully literate society -- one in which reading and writing are natural and common human activities -- transcends the task of teaching reading and writing to everyone. Literacy is a value, not a skill. The challenge facing us is that of establishing literacy as a universal, permanent, basic value in American life."

David Harman, ILLITERACY: A NATIONAL DILEMMA, 1987, p. 99

2. LIBRARIANS AS PARTNERS

Minnesota has approximately **1,200 adult basic educators** and **2,500 volunteer literacy tutors**. Adult basic educators usually work through a school district's Community Education program, through community-based literacy programs, and through technical and community colleges. Volunteer literacy tutors work through local literacy projects (66 in greater Minnesota and 30 associate projects in the metropolitan area), all affiliated with the Minnesota Literacy Council. Both Adult Basic Educators and volunteer tutors come together locally for training and specific programs. **Such gatherings are a good place for librarians to meet local teachers and tutors and find out firsthand about various literacy issues.**

You probably already know a local adult basic education teacher or volunteer literacy tutor whom you could **ask for more information on the number of teachers and learners in your area, the kinds of organizations providing literacy instruction, the kinds of programs offered** (from basic literacy to GED to high school diploma, etc.), **and what training programs are scheduled in which you can participate.** You might also wish to **ask if you can visit a classroom to talk with learners to ask them what they'd like from the library.**

If you don't know who provides literacy or basic education classes in your area, you can check with your local school district or call the **Basic Skills Hotline (1-800-222-1990 in greater MN and 645-3723 in the metro area).** If you don't have it already, you may wish to develop a list of services in your area so that library staff can easily refer anyone who may inquire about classes.

Why work with your local literacy services??

- **You'll learn firsthand how the library can contribute to adult literacy.**
- **You'll develop new partners and allies.**
- **You'll help develop new library users.**
- **You'll develop a reputation for the library as a willing collaborator around community issues.**

•You'll help inform adult basic educators and literacy tutors on the resources of the library and how adult learners can effectively use those resources.

Some areas in which you can work with local literacy and adult basic education programs include:

•Join an existing **community literacy action council** or work to form a council representative of diverse community organizations involved in literacy.

•Offer **one-on-one "tours" (personalized and fun experiences) to adult basic educators and tutors**; and if learners are interested, do the same for them-- or have their teachers take them on library tours. Visit an ABE (Adult Basic Education) classroom; sit in on a tutor training session; attend workshops on literacy; watch Office of Library Development and Services "Resources" newsletters for new materials you can borrow; encourage your public library system or multitype system to provide opportunities for librarians, adult basic educators, tutors, and others to discuss literacy.

•Work with local adult basic educators and tutors to ascertain **how the library can best complement instructional materials.** Identify resources that you currently have that will supplement what learners are using in their classes and then let the teachers and learners know that you have the materials available. When scheduling library programs, are there topic areas that would reinforce what's being discussed by adult learners? If the adult learners are compiling booklets of their writings, can these be included on the library shelves?

•THE ADULT NEW READER LEARNS THE LIBRARY: CURRICULUM IDEAS FOR LIBRARIANS AND ADULT EDUCATORS, by Jennifer A. Soule and published by the American Library Association in 1990, is a guide that **offers excellent suggestions for how librarians and Adult Basic Educators can work together to provide some stimulating activities for adults developing the "library skills they need to find the information they want."** The book is available for loan from the Office of Library Development and Services at (612) 296-2821 or can be purchased for $9.50 from ALA Books, 50 E. Huron St., Chicago, IL 60611

•Many publications for library staff (such as LIBRARY JOURNAL, AMERICAN LIBRARIES, PUBLIC LIBRARIES, the ALA Graphics catalogs, newsletters from the Office

of Library Development and Services) have articles, information and promotional materials related to adult literacy. **Share this information with your local adult literacy programs;** you will begin developing a give-and-take relationship that may extend way beyond your expectations.

•Develop an **eye-catching library brochure or some brightly-colored bookmarks or posters** highlighting materials for new adult readers. Be sure to include books, read-along books and cassettes, videos, job-seeking materials, etc.

•Work with local literacy educators to **promote the use of the library's closed-captioned videos by adult learners** to reinforce reading comprehension and word recognition skills.

Librarians as Key Participants on Literacy Action Councils:

Librarians are key players on many of Minnesota's literacy action councils. Literacy action councils are groups of people gathered together to plan, advise, and act on the issue of literacy. Council members represent diverse segments of the community.

Literacy action councils PLAN by examining these areas:

PREVENTION of illiteracy: How are young people provided with literacy skills and how are they encouraged to appreciate and apply reading, writing, and information skills from the earliest age possible?

INTERVENTION activities emphasize learning opportunities to empower those individuals in the community who do not possess basic reading, writing, and information skills or who need to improve those skills significantly.

PROMOTION activities encourage all community members to read, seek out information, and actively pursue new ideas and ways of seeing the world which will enhance their own lives and assure dynamic growth in the community. How is literacy promoted as an issue deserving of community-wide attention?

Though literacy action councils may have no policy-making responsibilities, they can **ADVISE** their local Community Education Advisory Council, Library Board, and other community and county government groups on literacy.

Literacy action councils ACT on these areas by:

- **creating local awareness of literacy concerns;**
- **assisting in community literacy needs and resource assessments;**
- **assisting in promoting and marketing local literacy programs;**
- **working to support literacy services for all ages;**
- **developing local fundraising procedures to support literacy programs;**

•working to establish partnerships between business and education to broaden literacy efforts;

•identifying gaps in local literacy services and working to fill those gaps.

Examples of Literacy Action Council Efforts:

•WADENA: Sponsored an annual Readathon (headquartered in the community library) for the last four years; has been named Readathon Center of Minnesota by past Governor; developed a Readathon organizational guide; increased public awareness of the literacy issue; raised funds for local literacy programs.

•DULUTH: Conducted a "Take Time To Read" readathon that raised public awareness of importance of literacy.

•ANNANDALE: Conducted a "Read Around the Clock" readathon; is developing a visiting Minnesota authors program to raise awareness of importance of literacy.

•SOUTH SUBURBAN: Conducted a workplace literacy survey with area businesses; distributed a "Literacy Matters" newsletter throughout their service area; developed a brochure highlighting a "grid" of all available adult basic education and literacy services in area.

•CARVER SCOTT: Organized a collection of new and nearly-new children's books for distribution in holiday gift baskets; worked with a local industry to develop a workplace library of materials for adult new readers and their children.

•HOPKINS: Spearheaded a collection of books for distribution to preschoolers through sixth graders; arranged for a billboard campaign that promoted adult basic education services.

The library can benefit from membership on literacy action councils. As key partners, librarians can take advantage of the publicity of the council; the library can promote some of its programs in council publications; and librarians may see more people visiting the library as a result of council projects.

In Minnesota, librarians have the opportunity to work in partnership with adult basic education and literacy providers to help create the best possible adult education system. As we celebrate 25 years of national adult education legislation, librarians can take their rightful position as exemplary adult educators -- providing information and facilitating information literacy skills.

The best librarians can do is to do what it is they do best.

The following are a few ideas on how librarians can be key participants in literacy action.

1. Librarians become prime public **information sources on literacy** by:

   •**providing referrals** to literacy providers;

   •**displaying information** on local services;

   •**promoting literacy and basic skills services** through all publications, bookmarks, flyers, etc.;

   •**sponsoring informative programs** on the literacy issue such as guest speakers, a student panel, videos, storytelling illustrative of problems the functionally illiterate face;

   •sensitively and tactfully **providing information** to potential adult students;

   •**including resources at different reading levels** for patrons requesting information.

2. Librarians provide indirect and, sometimes, direct **literacy services** by:

   •**offering space** for literacy students and tutors to meet;

•**developing special collections** of materials for adult new readers;

•**displaying materials** in visible, yet unobtrusive, manner so adults who are learning to read will feel comfortable in selecting materials;

•working as partner with local literacy providers to **offer tours of the library and orientation to library services;**

•working as partners with local literacy and basic skills instructors to **develop resource lists for students' special projects;**

•**operating technology learning centers** in the library facility;

•**assessing adult new readers' needs and wants** through information from Adult Basic Educators, tutors, and students.

3. Librarians can actively involved in **community and statewide literacy action** by:

•having staff **participate on local literacy action councils;**

•**keeping alert for new materials and trends** in literacy services and recommending resources to councils;

•**actively promoting literacy action council goals** through displays, programs, etc.;

•**cosponsoring** with other literacy-related or community-based organizations **events** which focus on literacy.

4. Librarians can promote **family literacy** by:

•working with local literacy volunteer tutors or Adult Basic Education program in identifying students who are parents, developing some ways library staff can **assist**

parents in learning to read to children, and sponsoring intergenerational reading activities specifically aimed at adult new readers and their children;

•**providing programs on how to select books** for children and tips on reading aloud;

•**making lists of children's books for different reading levels** for adult new readers. Categorize by subject area such as illness, hospitalization, adoption, birth of sibling, divorce, and provide these lists to local tutors and volunteers. Better yet, find a volunteer to take books to location of literacy instruction so students can have easy access;

•**encouraging family participation** in storytimes;

•**encouraging young people to assist in storytelling or reading aloud** to younger children;

•**engaging retired adults** in conducting a regularly-scheduled program of storytelling, reading aloud, or exploring family histories for children of all ages.

3. THINKING LITERACY

From the Minnesota Adult Literacy Campaign's Literacy Coalition Fact Sheet (1987):

•"According to the 1980 Census, over 690,000 adults (16 and older) in Minnesota, do not have a high school diploma and are not currently enrolled in an educational program. This represents 23% of the adult population and does not include the influx of immigrants and refugees settling in Minnesota since 1980."

•"Defining functional illiteracy at a level much lower than high school completion, the U.S. Department of Education estimates that 26 million adults nationwide (one in five) are functionally illiterate, based on 1980 Census data. One in three, or 72 million adults are functioning at a marginal level and in need of basic skills improvement. This population grows at a rate of 2.3-2.5 million annually, including:

*950,000-one million high school dropouts
*800,000 illegal immigrants
*400,000 legal immigrants
*100,000 - 150,000 refugees

The national functionally illiterate adult population includes:

*23% of all females over 18
*17% of all males over 18
*40% of adults earning less than $5,000 annually
*and 75% of adult prisoners."

From the American Library Association's 1991 LIBRARY CAMPAIGN BOOK:

•"27 million or 20% of American adults are functionally illiterate." (U.S. Department of Education)

•"In addition to the 20% functional illiterate rate, another 34% of American adults are only marginally literate." (U.S. Department of Education)

•"50% of American adults are unable to read an 8th grade level book." (ILLITERATE AMERICA by Jonathon Kozol)

•"44% of American adults do not read even one book in the course of a year." (U.S. Department of Education)

•"It is forecasted that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population." (U.S. News and World Report)

•"Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate." (National Assessment of Educational Progress)

•"Nearly 85% of all juveniles who appear before a judge have significant reading problems." (Education Week)

•"One million teenagers between the ages of 12 and 17 cannot read at even the 4th grade level." (U.S. Department of Education)

•"Adult illiteracy costs the United States an estimated $225 billion annually in lost industrial productivity, unrealized tax revenues, welfare, prisons, crime and related social problems." (U.S. Department of Labor)

•"75% of the unemployed lack basic reading and writing skills." (U.S. Department of Labor)

•"On the average an illiterate adult earns 42% less than a high school graduate." (Laubach Literacy Action)

•"Americans who do not complete high school have two-thirds the lifetime earning capacity of those who graduate. Those who do not finish grade school have only one-half the lifetime earning capacity of graduates." (U.S. Department of Education)

From a "Library Resources for Literacy" tip sheet entitled "Lifelong Literacy" (July, 1991):

LIFELONG LITERACY

"The attempt to define literacy is like a walk to the horizon: as one walks toward it, it continuously recedes Similarly, as groups of people achieve the skills formerly defined as literacy, altered circumstances often render definitions obsolete. New definitions replace the old ones as new goals are set. People considered literate by a previous yardstick are now regarded as illiterate. The term functional literacy, invented to distinguish advanced concepts of literacy, has itself become a variable, lending itself to constant redefinition." David Harman in ILLITERACY: A NATIONAL DILEMMA (1987), p. 3.

"Functional literacy has been defined as: the possession of such skills as reading, writing, speaking and computing necessary to function effectively as family and community members, citizens, consumers, and job holders." Minnesota Adult Literacy Campaign's Literacy Coalition, 1987.

These comments reflect the elusive nature of the word "literacy." It is a good bet, however, that "literacy" is a lifelong endeavor. In our constantly changing world, it is obvious that "literacy" involves a set of skills that are constantly changing as well.

When the word "literacy" is uttered or written in the same sentence as the word "libraries," however, it seems that it takes on a meaning that people think is fairly circumscribed. "Literacy" becomes another issue to which librarians must devote their attention. It involves another program, another category for books, or another line item in the budget.

If we look at "literacy" as a continuum of skills that, as David Harman suggests, is constantly shifting, we begin to see that **libraries serve lifelong literacy** -- from the emerging literacy skills of children and adults learning to read to the sophisticated literacy skills of the scientific researcher. "Literacy" as an issue, then, is something integral to library and information services; it becomes "second nature" to recognize this continuum of skills and provide information and resources that reflect a continuum of needs.

Books and resources for adults learning to read do not become a new category of materials for which extra dollars must be sought. It is part of the basic library service. Books and resources for people improving their writing skills to pass the GED test do not become a special item for which new dollars must be sought. This is just a point on the continuum of lifelong literacy that libraries support. For college students preparing for the Graduate Record Exam for admission to graduate school, the necessary materials merely support a need on the lifelong literacy continuum.

Libraries can provide a range of information on just about any subject. From the basic to the highly technical, a patron can learn about the inner workings of the human body or even that chugging '81 car sitting in the driveway waiting for repairs. Librarians are experts at providing a continuum of information for a continuum of skills. If we all recognize that each of us is at a different point on our own lifelong literacy skill continuum, we will all recognize that the phrase "library resources for literacy" means resources ranging from basic to sophisticated.

The "tip sheets" produced as part of this special project focus on how libraries can best serve the needs of adults who are learning to read or who are improving their basic skills. However, it is essential to recognize that **this service to adults falls within the continuum of lifelong literacy.** Perhaps America's growing recognition of the vast numbers of people who lack basic skills and the glut of materials published specifically for adult new readers have caused all of us to look at "literacy" as another discrete "problem" to be solved. We are looking for step-by-step instructions on how to "erase illiteracy" and put this "problem" behind us. It's not that simple.

We will always find ourselves on a continuum of lifelong literacy -- it's the responsibility of librarians to accommodate that continuum in the best ways they can. Each of us is a lifelong learner; each with different interests, experiences, skills, and abilities. Each of us is on that continuum. The librarian is NOT our caretaker; the librarian is, however, the person to whom we can each look for guidance and help in making our way through lifelong literacy.

From the Minnesota Governor's Conference on Library and Information Services, September, 1990:

GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

RESOLUTION: LITERACY AND LIFELONG LEARNING

1. Be it resolved that the Governor's Conference on Library and Information Services recommend that a **special conference on lifelong learning** be convened for the purpose of sharing and learning from multiple perspectives and to consider new forms of cooperation and collaboration. Be it further resolved that the Minnesota Library Association convene a conference planning group with representatives from organizations such as the:

Minnesota Library Association, Minnesota Community Education Association, Minnesota Association of Continuing Adult Education, Minnesota Educational Media Organization, Minnesota Reading Association, Special Libraries Association, American Society for Training and Development, Minnesota Teachers of English as a Second Language, the general public, all disability groups, and all minority affairs councils.

2. Be it further resolved that a **statewide coordinating body be created to advocate for state and federal legislation related to adult and family literacy.** This body would introduce, coordinate, monitor, and lobby for proposed legislation including, but not limited to:

-Library Services and Construction Act Title VI and other literacy funding for libraries,
-Even Start federal family literacy funding,
-State and federal Adult Basic Education (ABE) and other literacy funds.

3. Be it further resolved that the American Library Association **strengthen the literacy component in its role statement for libraries.**

4. Be it further resolved that library and information service professionals affirm their **roles as educators in the nation's lifelong learning systems** and communicate those responsibilities to the public.

5. Be it further resolved that **adequate state and federal funds be allocated** to enable library staff to support literacy and educational programs for people of all ages with special attention to the needs of adult new readers:

-by assuring that all **library staff are trained in confidentiality and data privacy** and are sensitized to the signs of limited literacy skills, as well as informed that all individuals possess many personal competencies regardless of literacy proficiency,

-by assuring that **community librarians work with local Adult Basic Education (ABE)** providers to plan for the most appropriate adult literacy role for the library(ies) of each community and that librarians initiate or help develop programs that complement the reading and non-reading materials, such as GED on TV, being used in ABE or literacy classes,

-by assuring that librarians work with local ABE and other literacy providers in **ascertaining community needs** before developing their own direct service programs,

-by emphasizing the librarian's role in community partnerships that foster **family literacy,**

-by providing easily located **materials and collections that are multicultural, gender fair, and disability inclusive for adult new readers,**

-by actively seeking ways to **assure comfortable, inviting, and accessible library environments,**

-by assuring **prominent and clear (non-library jargon) signage** explaining procedures for use of all library services,

-by having available and actively **communicating information on educational opportunities** in the community for people of all ages,

-by conducting **special library programs for the public** that do not rely on reading or writing skills,

-by promoting the resources of the library while at the same time **helping library users develop their library and information skills,**

-by actively **communicating with and providing information to those groups in the community who are identified as non-users,**

-by consistently **offering information or materials at many reading levels and in different formats.**

From the White House Conference on Library and Information Services, July, 1991:

THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES 1991

Literacy-related recommendations endorsed by the conference delegates in July, 1991:

RECOMMENDATION #CRC SER03-1: LITERACY

1. Literacy for all people must be an ongoing national priority. Because of the crisis in the disadvantaged rural and urban minority community, particular emphasis should be paid to the African American and other minority groups. Such an initiative shall include the development of a national training model for aiding libraries in establishing, implementing and supporting literacy coalitions. To recognize the central role of libraries as providers of adult, youth, family, and workforce literacy services, the Congress should amend the National Literacy Act of 1991. Policy and funding amendments shall include:

2. To urge Congress and state legislatures to appropriate funds for libraries to provide basic literacy and literacy enhancement programs and general information services in prisons.

3. The development of national training models for aiding libraries in implementing and supporting literacy programs.

4. Support to develop, produce, and disseminate quality literacy materials.

5. The development and availability of new technologies and equipment to libraries to support literacy services.

6. To make LSCA Titles VI (Library Literacy) and VIII (Library Learning Center Programs) state-based, rather than discretionary, so that all LSCA literacy and family learning programs within a state can be effectively coordinated with state and local literacy efforts, regardless of sponsorship.

7. Access to literacy training at all levels for people with disabilities shall be guaranteed by offering such instruction at accessible locations. Funding shall be set aside to conduct literacy training programs using both braille and American sign language.

RECOMMENDATION 3CRC SER05-1: INFORMATION LITERACY

1. The President and Congress shall ensure that all Americans have access to sufficient library and information services to enable them to participate meaningfully in the life of our country as citizens and voters, thereby strengthening our democracy, and as producers and consumers, thereby contributing to our economic success. The President and Congress shall establish a National Coalition for Information Literacy to develop a strategic plan for the general development for information literacy skills. Such a coalition would include schools, libraries, government, labor and industry, parents and the public at large.

RECOMMENDATION #CRC SER06-1: HUMAN RESOURCE DEVELOPMENT/LIFELONG LEARNING

1. Congress shall enable all types of libraries to expand their role in human resource development by building upon their present activities and providing resources which complement general education and skills training, facilitate employment preparation and career development, and assist individuals to develop their potential to contribute productivity to the goals of the nation.

RECOMMENDATION #CRC SER08-1: OUTREACH

1. Federal priority and economic support shall be given to establishing libraries as primary information sources for the nations' underserved. Congress shall adopt a national policy to extend library services through outreach; to pass the boundaries of traditional library services and reach out to people who either cannot avail themselves of library services or who do not know what services are available. Libraries shall actively seek to establish strong coalitions and to cooperate in partnerships with government, health care systems, business, education and non-profit organizations to improve information access, increase public awareness and support library services for all populations. Expanded library outreach services shall not be at the expense of other library or human service programs within the federal budget nor shall they be funded by user fees.

2. The federal government should pass legislation to provide funding for libraries to offer programs or serve as resources for programs in such diverse areas as intergenerational programming, literacy tutoring, parent training, family programs, early childhood programs such as Head Start, programs for daycare providers, homework hotlines, after hours reference service, summer enrichment, young adult programming, among others.

4. MINNESOTA RESOURCES

•Supporting literacy volunteers . . .

MINNESOTA LITERACY COUNCIL
475 No. Cleveland, Suite 303
St. Paul, MN 55104
(612) 645-2277

The Minnesota Literacy Council trains volunteer tutors to help adult learners attain reading and language skills. It supports literacy volunteers in 96 Minnesota "projects;" conducts a family literacy program; organizes promotional campaigns on literacy; and operates the Basic Skills Hotline.

•Providing information on basic skills education opportunities throughout Minnesota . . .

BASIC SKILLS HOTLINE
1-800-222-1990 in greater Minnesota.
645-3723 in the Minneapolis-St. Paul area.

•For resources on literacy, specifically relating to library services . . . (see Chapter 5)

OFFICE OF LIBRARY DEVELOPMENT AND SERVICES
Minnesota Department of Education
440 Capitol Square
550 Cedar Street
St. Paul, MN 55101
612-296-2821

•For information on Minnesota's Adult Basic Education and family literacy programs . . .

COMMUNITY AND ADULT EDUCATION SECTION
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, MN 55101
612-296-8311

•For information on Adult Basic Education opportunities for Deaf adults . . .

D.E.A.F. (Deafness Education Advocacy Foundation)
Deaf ABE
104 E. 7th Place
St. Paul, MN 55101-2004
612-296-7393

•For information on training opportunities for adult educations and the statewide newsletter, "Connections," for people interested and involved in Adult Basic Education . . .

LITERACY TRAINING NETWORK
University of St. Thomas #4032
2115 Summit Avenue
St. Paul, MN 55105
612-647-5188

•To join a new membership organization that serves the ongoing needs of adult learners through basic skills programs . . .

LITERACY MINNESOTA
University of St. Thomas #4032
2115 Summit Avenue
St. Paul, MN 55105
612-647-5188

•For information on organizing study circles in adult literacy or adult basic education programs . . .

MINNESOTA NATIONAL ISSUES FORUMS LITERACY PROJECT
University of St. Thomas #4004
2115 Summit Avenue
St. Paul, MN 55105
612-647-5277 ext. 3352

•For information on how Friends of the Library groups can support literacy . . .

MINNESOTA ASSOCIATION OF LIBRARY FRIENDS
226 Metro Square
7th and Robert Streets
St. Paul, MN 55101
612-224-4801

•To participate on a literacy action council . . .

Ask a local Adult Basic Educator or Literacy Project Coordinator if your community has developed a literacy action council. If it has not, offer to help get one going. The following communities have at one time been represented by or expressed interest in forming a council. (From Community Alliances for Literacy and Learning project records):

•Aitkin
•Albert Lea
•Annandale
•Baudette
•Bemidji
•Buffalo
•Carver-Scott Counties (including Chaska, Chanhassen, Jordan, Prior Lake, Shakopee, and Waconia represented)
•Cloquet
•Crookston
•Detroit Lakes
•Duluth
•Eden Prairie
•Edina
•Fairmont
•Grand Rapids
•Hallock
•Hibbing
•Hopkins
•Metro East area (including Mounds View, New Brighton, North St. Paul, Roseville, Stillwater, and White Bear Lake)
•Owatonna
•Red Wing
•Richfield
•Rochester
•Roseau
•St. Cloud
•St. James
•St. Paul
•St. Peter
•South Suburban area (including Apple Valley, Burnsville, Cottage Grove, Eagan, Farmington, Hastings, Inver Grove Heights, Lakeville, Mendota Heights, Newport, Randolph, Rosemount, Savage, St. Paul Park, South St. Paul, West St. Paul, Woodbury)
•Thief River Falls
•Wadena
•Waseca
•Warren
•Willmar

5. INFORMATION RESOURCES

PUBLISHERS:

A comprehensive list of publishers of materials for adult literacy and adult basic education programs can be found in the READER DEVELOPMENT BIBLIOGRAPHY, 1990, available for loan from the Office of Library Development and Services, 612-296-2821.

NEWSLETTERS:

There are many newsletters focused on literacy; these are some essential ones.

•CONNECTIONS, for Minnesotans interested and involved in Adult Basic Education, from the Literacy Training Network, #4032, University of St. Thomas, St. Paul, MN 55105.

•IMPORTANT INFORMATION, for project coordinators and trainers of the Minnesota Literacy Council, from the Minnesota Literacy Council, 475 North Cleveland Avenue, Suite 303, St. Paul, MN 55104.

•THE READER, from Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214.

•A.L.L. (ADULT LEARNING AND LITERACY) POINTS BULLETIN, from the Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC 20202-7240.

•PLUS (PROJECT LITERACY U.S.) UPDATE, from the National Media Outreach Center, 4802 Fifth Avenue, Pittsburgh, PA 15213.

•BCEL (BUSINESS COUNCIL FOR EFFECTIVE LITERACY), from the Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020.

•INTERNATIONAL LITERACY YEAR: The Newsletter of the International Task Force on Literacy, from the International Task Force on Literacy, Coordinating Office, c/o ICAE, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S2R4.

•NATIONAL CENTER FOR FAMILY LITERACY, from the National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202.

•STUDY CIRCLES RESOURCE CENTER, from the Study Circles Resource Center, Route 169, P.O. Box 203, Pomfret, CT 06258.

•NCAL CONNECTIONS, from the National Center on Adult Literacy, University of Pennsylvania, Philadelphia, PA 19104-6216.

•MOSAIC: RESEARCH NOTES ON LITERACY, from the Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756.

MISCELLANEOUS RESOURCES:

•"Functional Illiteracy Hurts Business" brochure (single copy free) from the Business Council for Effective Literacy, 1221 Avenue of the Americas, New York, NY 10020; 212-512-2415/2412.

•Study Circles Resource Center packet (free) from the Study Circles Resource Center, Route 169, P.O. Box 203, Pomfret, CT 06258; 203-928-1616. (Contains

•"From the Crib to the Classroom" video (for purchase) from Push Literacy Action Now, Inc. (PLAN, Inc.), 1332 G Street, SE, Washington, DC 2003; 202-547-8903.

•Parent Involvement materials, from Family Literacy Center, 2805 E. 10th Street, Suite 150, Bloomington, IN 47409-2698.

•National Issues Forum materials, from Minnesota National Issues Forums Literacy Project, University of St. Thomas #4004, 2115 Summit Avenue, St. Paul, MN 55105; 612-647-5277 ext. 3352.

•FAMILY LITERACY: A BIBLIOGRAPHY (1989), from Baker and Taylor Books, Midwestern Division, 501 S. Gladiolus Street, Momence, IL 60954-1799; 1-800-435-5111.

•BIBLIOGRAPHY OF RESOURCE MATERIALS (single copy free) from the Adult Learning and Literacy Clearinghouse, U.S. Department of Education, Division of Adult Education and Literacy, 400 Maryland Avenue, S.W., Mary E. Switzer Building, Room 4428,Washington DC 20202-7240; 202-732-2396.

•THE ERIC REVIEW: FOR PEOPLE CONCERNED ABOUT EDUCATION -- The April, 1991, issue focuses on "Issues in Adult Literacy Education" and "Emergent Literacy: An Early Reading and Writing Concept." For information on ERIC (Educational Resources Information Center) or for a free subscription to THE ERIC REVIEW, call 1-800-USE-ERIC.

PUBLICATIONS AVAILABLE FOR LOAN FROM THE OFFICE OF LIBRARY DEVELOPMENT AND SERVICES, 612-296-2821:

Collection Development Resources:

•ADULT BASIC EDUCATION COLLECTION: AN ANNOTATED LIST OF TITLES, Washington, D.C.: D.C. Public Library Adult Basic Education Office, 1989. (011.6 Ad9 1989)

•ADULT LITERACY AND TECHNOLOGY GUIDE TO LITERACY SOFTWARE, San Ramon, CA: People's Computer Company, 1989. (374.012 Ad9 1989)

•THE BEST: HIGH/LOW BOOKS FOR RELUCTANT READERS, Marianne Laino Pills, Englewood, CO: Libraries Unlimited, 1990. (011.6 P64b 1990)

•BIBLIOGRAPHY OF THE LITERACY SUPPORT PROJECT, Betty Neely, Carterville, Illinois: Shawnee Library System, 1987. (011.6 N29)

•BOOKS FOR ADULT NEW READERS: A BIBLIOGRAPHY DEVELOPED BY PROJECT LEARN/revised and annotated by Frances Josephson Pursell, Cleveland, Ohio: Project LEARN; distributed by New Readers Press, 1989. (011.6 B64 1989)

•CORE LIBRARY FOR LITERACY AND CONVERSATIONAL ENGLISH PROGRAMS: A BIBLIOGRAPHY, V.K. Lawson, editor; annotated by Barbara J. MacDonald, editor; with introduction by Jane Heiser, Syracuse, NY: Literacy Volunteers of America, 1984. (011.6 C81)

•CREATING A FUTURE FOR ADULT NEW READERS: COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES, Lansing, MI: Library of Michigan, 1987. (021.24 C86)

•EASY READING: BOOK SERIES AND PERIODICALS FOR LESS ABLE READERS, Randall J. Ryder, Bonnie B. Graves, Michael F. Graves, Newark, DE: International Reading Association, 1989. (011.6 R97 1989)

•ESL BIBLIOGRAPHY: MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS, ed. by Vickie L. Collins, The Free Library of Philadelphia, 1989.

•HIGH INTEREST EASY READING: FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, William G. McBride, editor, and the Committee to Revise High Interest-Easy Reading of the National Council of Teachers of English, Urbana, Illinois: National Council of Teachers of English, 1990. (028.535 N21h 1990)

•HIGH/LOW HANDBOOK: ENCOURAGING LITERACY IN THE 1990S, compiled and edited by Ellen V. LiBretto, New York: Bowker, 1990. (027.626 H53 1990)

•LITERACY COLLECTION DEVELOPMENT IN LIBRARIES: A BIBLIOGRAPHY, compiled and annotated by Jenny L. Ryan, Syracuse, NY: Laubach Literacy International, 1987. (016.02123 R95 1987)

•READER DEVELOPMENT BIBLIOGRAPHY, revised and annotated by Vickie L. Collins, Philadelphia: PA: The Free Library of Philadelphia, 1990. (011.6 R22 1990)

•RESOURCES FOR MIDDLE-GRADE RELUCTANT READERS: A GUIDE FOR LIBRARIANS, Marianne Laino Pilla, Littleton, CO: Libraries Unlimited, 1987. (011.6 P64)

Other Literacy-Related Resources:

•THE ADULT NEW READER LEARNS THE LIBRARY: CURRICULUM IDEAS FOR LIBRARIANS AND ADULT READERS, Jennifer A. Soule, Chicago: American Library Association, 1990. (021.24 So8)

•AMERICAN LIBRARY ASSOCIATION PRESIDENTIAL COMMITTEE ON INFORMATION LITERACY: FINAL REPORT, Chicago: American Library Association, 1989. (021 Am31 1989)

•AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON BASIC SKILLS IN THE WORKFORCE AND RELATED ISSUES, compiled by Lauren H. Vicary for the Southport Institute for Policy Analysis, Washington, D.C.: The Institute, 1990. (331.11423 An7)

•THE BOTTOM LINE: BASIC SKILLS IN THE WORKPLACE, Washington, D.C.: U.S. Dept. of Education/U.S. Dept. of Labor, 1988. (374.012 B65)

•CALIFORNIA LITERACY CAMPAIGN: PROGRAM EFFECTIVENESS REVIEW II, Mark F. Wurzbacher and Christine H. Yeannakis, Adelphi, MD: Wurzbacher and Associates, 1986. (374.012 W96)

•THE COMMUNITY OF THE BOOK: A DIRECTORY OF SELECTED ORGANIZATIONS AND PROGRAMS, compiled by Maurvene D. Williams; edited and with an introduction by John Y. Cole (The Center for the Book), Washington: Library of Congress, 1989. (002.06073 W67 1989)

•THE ERIC REVIEW: ISSUES IN ADULT LITERACY EDUCATION; EMERGENT LITERACY: AN EARLY READING AND WRITING CONCEPT; Educational Resources Information Center, Vol. 1 Issue 2, April 1991.

•ESL CURRICULUM GUIDE: MATERIALS AND METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS, Karen Batt, Ellen Furstenberg, Judy Reitzes, The Free Library of Philadelphia, 1988.

•EVALUATION OF ADULT LIBRARY LITERACY PROGRAMS: A MANUAL OF APPROACHES AND PROCEDURES, Douglas L. Zweizig, Debra Wilcox Johnson, Jane B. Robbins, Madison, WI: University of Wisconsin, 1989. (021.24 Z9c 1989)

•EVALUATION OF ADULT LIBRARY LITERACY PROGRAMS: A STRUCTURED APPROACH, Douglas L. Zweizig, Debra Wilcox Johnson, Jane B. Robbins, Chicago: American Library Association, 1990. (021.24 Z9c 1990)

•FAMILY LITERACY LIBRARY PROGRAMS: MODELS OF SERVICE, Debra Wilcox Johnson with M. Leslie Edmonds, Des Moines, IA: State Library of Iowa, 1990. (021.24 J63f)

•FIRST STEPS TO LITERACY: LIBRARY PROGRAMS FOR PARENTS, TEACHERS, AND CAREGIVERS, Preschool Services and Parent Education Committee of the Association for Library Service to Children, edited by Nell Colburn and Maralita Freeny, Chicago: American Library Association, 1989. (027.625 F51 1989)

•FIRST TEACHERS: A FAMILY LITERACY HANDBOOK FOR PARENTS, POLICY-MAKERS, AND LITERACY PROVIDERS, Washington, D.C.: Barbara Bush Foundation for Family Literacy, 1989. (302.2244 F51 1989)

•ILLITERACY: A NATIONAL DILEMMA, David Harman, New York: Cambridge Book Co., 1987. (374.012 H22)

•ILLITERACY IN AMERICA: EXTEND, CAUSES, AND SUGGESTED SOLUTIONS, The National Advisory Council on Adult Education, Literacy Committee; Washington, D.C.: The National Advisory Council on Adult Education, 1986. (374.012 Un3i)

•ILLITERATE AMERICA, Jonathan Kozol, Garden City, NY: Anchor Press/Doubleday, 1985. (374.012 K841)

•INFORMATION LITERACIES FOR THE TWENTY-FIRST CENTURY, edited by Virgil L.P. Blake and Renee Tjoumas, Boston, MA: G.K. Hall, 1990. (021 In3L)

•INFORMATION LITERACY AND EDUCATION FOR THE 21ST CENTURY: TOWARD AN AGENDA FOR ACTION, 14-16 April 1989, Leesburg, Virginia: a symposium, sponsored by the U.S. National Commission on Libraries and Information Science and the American Association of School Librarians, a division of the American Library Association, 1990. (021 In3I 1989)

•INFORMATION LITERACY: REVOLUTION IN THE LIBRARY, Patricia Senn Breivik, E. Gordon Gee, New York: American Council on Education: MacMillan, 1989. (027.7 B74i)

•JUMP START: THE FEDERAL ROLE IN ADULT LITERACY: FINAL REPORT OF THE PROJECT ON ADULT LITERACY, Forrest P. Chisman; Southport, CT: Southport Institute for Policy Analysis, 1989. (374.012 C44 1989)

•LEADERSHIP FOR LITERACY: THE AGENDA FOR THE 1990S, Forrest P. Chisman and associates, San Francisco: Jossey-Bass, 1990. (387.012 C44L)

•LIBRARIES AND LITERACY: A PLANNING MANUAL, Debra Wilcox Johnson with Jennifer A. Soule, Chicago: American Library Association, 1987. (021.24 J63)

•LIBRARIES AND LITERACY EDUCATION: COMPREHENSIVE SURVEY REPORT, Douglas L. Zweizig, Jane Robbins, Debra Wilcox Johnson, Madison, WI: School of Library and Information Studies, University of Wisconsin-Madison, 1988. (021.24 Z9)

•LIBRARIES: PARTNERS IN ADULT LITERACY, Debra Wilcox Johnson, Jane B. Robbins, Douglas L. Zweizig, Norwood, NJ: Ablex Publishing Corporation, 1990.

•THE LIBRARY LITERACY CONNECTION: USING LIBRARY RESOURCES WITH ADULT BASIC EDUCATION STUDENTS, Marguerite Crowley Weibel, 1984. (021.24 W42)

•LIBRARY LITERACY MEANS LIFELONG LEARNING, Carolyn Dennette Clugston Leopold Michaels, Metuchen, NJ: Scarecrow Press, 1985. (020.715 M58L)

•LIBRARY LITERACY PROGRAM: ANALYSIS OF FUNDED PROJECTS (for years 1986-1989); U.S. Dept. of Education. (021.24 L61 year)

•LIBRARY SERVICES FOR INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY, Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education. (021.24 L61e)

•LITSTART: LITERACY STRATEGIES FOR ADULT READING TUTORS, Ed Robson, Marsha De Vergilio, Donna DeButts, Lansing, MI: Michigan Literacy, Inc., 1989. (374.012 R57 1990)

•MINNESOTA'S ADULT LITERACY: POLICY DIRECTIONS AND IMPACT ON THE WORKPLACE, Rosemarie J. Park, Rebecca Olson, Minneapolis, MN: Minnesota Association for Continuing Adult Education, 1989. (374.012 P21 1989)

•OPENING DOORS FOR ADULT NEW READERS: HOW LIBRARIES CAN SELECT MATERIALS AND ESTABLISH COLLECTIONS, Linda Bayles, Syracuse, NY: New Readers Press, 1984. (021.14 B34 1984)

•PLANNING ADULT LITERACY SERVICES: OPTIONS FOR LIBRARY INVOLVEMENT, Barbara Hart VanHarn, project coordinator, Elizabeth Ann Funk, Eunice N. Askov, project co-directors; Harrisburg, PA: State Library of Pennsylvania, 1987. (021.23 P69)

•THE PUBLIC LIBRARY AND LITERACY: A COMMUNITY-BASED APPROACH, Thomas Szudy; ed. Linda L. Pritchard; Columbus, OH: State Library of Ohio, 1988. (021.23 Sz7)

•REACHING NEW READERS: LIBRARY PLANNING FOR A LITERATE SOCIETY, Thomas Szudy, ed. Jane Byrnes; Columbus, OH: State Library of Ohio, 1990. (021.24 Sz7r)

•THE RIF GUIDE TO ENCOURAGING YOUNG READERS: A FUN-FILLED SOURCEBOOK OF OVER 200 FAVORITE READING ACTIVITIES OF KIDS AND PARENTS FROM ACROSS THE COUNTRY (plus an annotated list of books and resources), Reading is Fundamental, ed. Ruth Graves; Garden City, NY: Doubleday, 1987. (028.55 R44)

•SOLUTIONS IN PROGRESS: RESULTS OF A SURVEY OF LITERACY PROGRAMS AND ACTIVITIES, Barbara J. Holmes, Sherry Walker, Patrick McQuaid; Denver, CO: Education Commission of the States, 1987. (374.012 H73)

•STRENGTHENING THE LITERACY NETWORK: PROCEEDINGS OF A NATIONAL FORUM FOR STATE LIBRARIES, May 20-22, 1990, Alexandria, VA; compiled and edited by Shelley Quezada.

•THE SUBTLE DANGER: REFLECTIONS ON THE LITERACY ABILITIES OF AMERICA'S YOUNG ADULTS, Richard L. Venezky, Carl F. Kaestle, Andrew M. Sum; Princeton, NJ: Educational Testing Services, 1987. (374.012 V55)

•TELEVISION TECHNOLOGIES IN COMBATTING ILLITERACY: A MONOGRAPH, Barbara A. Marchilonis and Herman Niehbur, San Francisco: National Adult Literacy Project, Far West Laboratory, 1985. (374.012 M33)

•TRAINING FOR JOB LITERACY DEMANDS: WHAT RESEARCH APPLIES TO PRACTICE, Larry Mikulecky, University Park, PA: Institute for the Study of Adult Literacy, Pennsylvania State University, 1987. (374.012 M58)

6. FUNDRAISING

•U.S. Department of Education Library Services and Construction Act (LSCA) Title I:

Grants to public libraries under the federal Library Services and Construction Act (LSCA) Title I can also support such library literacy efforts as: services to pre-school children, services to childcare facilities, intergenerational literacy programs, and library literacy centers.

•U.S. Department of Education LSCA Title VI -- Library Literacy Program

LSCA Title VI grants of up to$35,000 are available for state and local public libraries to support literacy projects. **State libraries** can apply for grants to coordinate and plan library literacy programs or to make arrangements for training librarians and volunteers to carry out such programs. **Local public libraries** can apply for grants to promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs, acquire materials for literacy programs, and use library facilities for such programs.

Applications for these grants are due in the fall of each year the grants are available. The deadline for sending fiscal year 1992 applications to the U.S. Department of Education is November 8, 1991. For information on these grants, contact Barbara Humes or Carol Lyons, U.S. Department of Education, Office of Educational Research and Improvement, Library Programs, Washington, D.C. 20208-5571; phone (202) 219-1315.

Minnesota recipients of Title VI grants have included:

- •Anoka County Library for adult literacy materials;
- •Duluth Public Library for its Computer-Assisted Literacy Center;
- •Great River Regional Library for adult literacy materials;
- •Hennepin County Library for a series of literacy-related videos;
- •Minneapolis Public Library and Information Center for its Franklin Learning Center;
- •Office of Library Development and Services for the Library Resources for Literacy project;

•St. Paul Public Library for adult literacy materials;
•Washington County Library for adult literacy materials.

•U.S. Department of Education LSCA Title V -- Foreign Language materials:

Grants to help state and local public libraries acquire foreign language materials are available under this Title. Applications for fiscal year 1993 grants will be available in December. The deadline for applying is March 9, 1992. For further information, contact Ray Fry, Acting Director, or Linda Loeb or Carol Lyons, Library Development Staff, Library Programs/OERI, U.S. Department of Education, 555 New Jersey Ave. N.W., Washington, D.C. 20208-5571; (202) 219-1315.

•Minnesota Library Foundation:

Since 1985, the Minnesota Library Foundation has awarded 65 matching outreach grants to nonprofit libraries and library-related organizations throughout Minnesota. Over one-third of these grants (nearly $24,000) supported library literacy projects. Announcements regarding the availability of future outreach grants will be made in library and literacy-related newsletters.

•Minnesota Foundations and Corporations:

Various Minnesota foundations and corporations have supported literacy programs. The best way of finding out about Minnesota foundations and corporations is to do a little research. You can look through the GUIDE TO MINNESOTA FOUNDATIONS AND CORPORATE GIVING PROGRAMS 1991-1992 by the Minnesota Council on Foundations and the MINNESOTA FOUNDATIONS SOURCEBOOK by the Minnesota Council on Nonprofits. Both these resources are readily available through libraries.

After you have identified some organizations that you think are potential donors, contact the organization and ask for a copy of its grant guidelines, application, and annual report. If, after reviewing their current funding guidelines, you think your idea fits within their focus areas, give them a call to see if you can submit an application.

•Community businesses, banks, service organizations:

There are many local sources of support in every community. When you're planning your project, build in some time for contacting a variety of organizations about making a contribution. If you're fortunate to get all the funds you need from one donor, that's great! You may, however, need to develop a "package" of funding sources to achieve what it is you have planned. Sometimes funders will support a specific portion of a project. You will then need to find other funders to support other pieces of the project. Though this "piecemeal" approach may sometimes be frustrating, if you keep at it until you have all, or at least most, of the pieces in place, you will have developed multiple funding relationships that may prove beneficial far into the future.

Sometimes grants are made that require a "matching" amount be raised in the community. Other times, funders will provide a "challenge" grant -- you will be challenged to raise a certain amount of money in the community before you receive the challenge grant. These kinds of grants can be a real help to your organization as they help you build relationships with a variety of individuals and organizations in the community. You will also then be able to go to other funders with a "track record" of generating support; this "track record" shows that you are trusted by the community to carry out a project that will indeed make a difference.

INFORMATION SOURCES ON FUNDRAISING:

Foundation Center Cooperating Collections:

There are five libraries in Minnesota which house collections of information on foundations, corporate giving, and fundraising.

•Duluth Public Library
•Minneapolis Public Library and Information Center
•Rochester Public Library
•Saint Paul Public Library
•Southwest State University at Marshall

Resources on fundraising for loan from the Office of Library Development and Services, 612-296-2821:

•FEDERAL GRANTS FOR LIBRARY AND INFORMATION SERVICES: A SELECTIVE GUIDE, Mary R. Costabile, Frederick D. King, John D. Neville; Washington, D.C.: ALA Washington Office, 1991. (021.83 F31g 1991)

•FOUNDATION FUNDAMENTALS: A GUIDE FOR GRANTSEEKERS, edited by Patricia E. Read; New York, NY: Foundation Center, 1986. (361.763 R22 3rd ed.)

•FOUNDATION FUNDAMENTALS FOR NONPROFIT ORGANIZATIONS (video), Foundation Center, 1989. (12 minutes)

•FUNDRAISING FOR SMALL PUBLIC LIBRARIES: A HOW-TO-DO-IT MANUAL FOR LIBRARIANS AND TRUSTEES, James Swan; New York: Neal-Schuman Publishers, 1990. (025.11 Sw2)

•GRANTS FOR LIBRARIES: A GUIDE TO PUBLIC AND PRIVATE FUNDING PROGRAMS AND PROPOSAL WRITING TECHNIQUES, Emmett Corry; Littleton, CO: Libraries Unlimited, 1986. (025.11 C81g 2nd ed.)

•GRANTS FOR LIBRARIES AND INFORMATION SERVICES, COMSEARCH Broad Topics Series, No. 26; New York, NY: The Foundation Center, 1990/1991. (025.11 G76f)

•JOURNAL OF LIBRARY ADMINISTRATION, Volume 12, Number 4, 1990: LIBRARY DEVELOPMENT: A FUTURE IMPERATIVE, edited by Dwight E. Burlingame.